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ABSTRACT

Factors were studied that were related to the supply and demand of vocational agricultural teachers in South Carolina. Study objectives were to identify trends in employment choice of agricultural education graduates and to identify factors that influence them to teach or to accept employment in other fields. Mailed surveys were returned by 84 graduates of the Clemson University Agricultural Education program. Results showed that less than one-half of the graduates can be expected to take agricultural teaching jobs, and approximately one-half of these will leave teaching for other jobs. Positive influences to teach were working with students, a sense of accomplishment, and a strong belief in the value of agriculture. Negative factors were discipline problems in schools, salary level, and little appreciation or support by school administration. Recommendations to encourage agricultural education graduates to take teaching positions and remain in them included accentuating the rewards of teaching to reduce the impact of low salary, redesigning teacher education programs to give prospective teachers a realistic view of discipline problems, identifying and eliminating reasons for the poor relationship with administrators, and emphasizing the positive factors. (The survey is appended.) (YLB)

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AGRICULTURAL EDUCATION GRADUATES' ATTITUDES TOWARD TEACHING VOCATIONAL AGRICULTURE IN SOUTH CAROLINA

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SECTION I

Nature of the Study

Statement of the Problem:

In recent years, an oversupply of teachers has existed in most educational program areas. More people who are qualified to teach are seeking positions in schools than there are job vacancies. In contrast, the area of vocational agriculture has experienced a shortage of teachers for many years. This problem is not confined to South Carolina, but affects nearly every state in the nation.

Evidence gathered in previous national research on this subject indicates that the problem is not created by increasing demand for vocational agriculture teachers (i.e., creation of new teaching positions in the field). According to a report by Warmbrod (1979), approximately 10% of the positions listed for new teachers in 1979-80 were created by newly established positions.

Neither does the problem seem to be one of an insufficient number of qualified personnel. Phillip Zurbrick reports that the actual supply of people in 1979 who were qualified to teach vocational agriculture courses provided about 108% of the demand. Higher education programs are apparently graduating enough people to fill vacancies but many of these graduates are deciding against employment as high school instructors.

Apparently some combination of factors within the profession is working to discourage qualified personnel from accepting teaching positions or from remaining in the teaching field until retirement.

Purpose:

The major purpose of this study was to examine factors related to the supply and demand of vocational agriculture teachers in South Carolina.

Objectives:

The objectives which guided the direction of the study were:

1) To identify trends in employment choice of agricultural education graduates.

2) To identify and document factors which influence agricultural education graduates to accept teaching positions or to remain in the teaching field.

3) To identify and document reasons that agricultural education graduates are not accepting teaching positions or are leaving the teaching field.

Format of the Report:

This report is intended to describe the methodology and procedures which were followed in meeting the objectives of the study, to present the results, and to offer some conclusions and recommendations based on these results. In Section II of the report, the methods and procedures followed in conducting the study will be described. Section III will contain an explanation of the data analysis procedures followed and will summarize the results of the study. The results will be presented in three sub-sections, with each of the sub-sections devoted to the findings pertaining to one of the study objectives. Section IV will offer conclusions and recommendations based on the findings of the study.

SECTION III

Research Methods and Procedures

In order to gather information necessary to meet the three study objectives, a mail survey was sent to a sample of graduates of the agriculture education program at Clemson University. The steps followed in developing the survey instrument were as follows:

1) A literature search was conducted to identify relevant factors and issues.

2) A preliminary draft of the questionnaire was prepared by the project director.

3) The draft questionnaire was reviewed by a project advisory committee consisting of the following members:

   Dr. John Rogers, Department Head
   Department of Agricultural Education
   Clemson University

   Mr. Frank Stover, Supervisor of Agriculture
   Office of Vocational Education

   Mr. William Harris, Agriculture District Consultant
   Office of Vocational Education

4) Appropriate revisions were made, based on advisory committee recommendations.

Procedure:

The names and mailing addresses of the sample population were obtained from Dr. John Rogers, Head of the Agricultural Education Department at Clemson University. Each member of the sample population was sent a copy of

purpose of the study. The members of the sample were asked to complete the questionnaire and return it by mail in a self-addressed return envelope which was provided. (The survey instrument and accompanying cover letter are included in the Appendix.)

Sample:

The survey sample consisted of 144 graduates of the Clemson University Agricultural Education program. One-hundred forty (97%) were male, four (3%) were female. The years of graduation for the total sample ranged from 1970-1980. Eighty-four of the 144 surveys were completed for a return rate of 58%.

SECTION III

Findings

Employment Choices of Agricultural Education Graduates:

The vocational agriculture teacher shortage in South Carolina is not due to an insufficient supply of qualified persons. The number of people graduating from the agricultural education teacher training program is more than adequate to meet the demand for teachers. The shortage, therefore, indicates that although trained to become teachers, some graduates are choosing other occupations instead. The first study objective was to gather information concerning these occupational choices.

Reasons for majoring in agricultural education. One question of interest under the first study objective was whether the choice of an agriculture education college major can be considered an indication of an intention to teach vocational agriculture. This information was gathered by including the following question on the survey:

> Which of the following describes your major reason for entering the agricultural education program in college?
>
> _____ To prepare to teach vocational agriculture
> _____ To prepare for farming
> _____ To prepare for agribusiness
> _____ General interest
> _____ Other (please specify) _____
> _____
> _____

Although the question requested the major reason for entering the program, a number of the graduates checked multiple responses. Many of the respondents who checked multiple responses also wrote in free response comments indicating that they were attracted to the program because of the "broad curriculum which offered a variety of career choices after graduation". Therefore, a fifth response category, "broad curriculum", was formed and respondents who checked multiple reasons for entering the program were classified into this fifth response category.

Of eighteen respondents who checked multiple reasons for entering the agricultural education program, ten included "to prepare to teach vocational agriculture" as one reason. However, because preparing to teach was only one of several options for these people, they were included in the "broad curriculum" group rather than in the group who entered the program with the clear intention to become a vocational agriculture teacher.

Responses to this question, which are tabulated in Table 1, indicate that less than half (twenty-seven, or 32%) of the response group entered the agricultural education program for the sole purpose of preparing to become a vocational agriculture teacher; one quarter of the response group entered the program specifically to train for occupations other than teaching; and the remainder entered for reasons other than clearly formed occupational objectives.

TABLE 1

Reason for Entering the Agricultural Education Program in College

	To Prepare to Teach Vocational Agriculture	To Prepare For Farming	To Prepare for Agribusiness	General Interest	Broad Curriculum
NUMBER	27	9	12	18	18
PERCENT	32%	11%	14%	21%	21%

Job history of graduates. In addition to information about reasons for majoring in agricultural education, information about the actual employment history of the respondents was examined. The survey requested a chronological listing of jobs held since college graduation and on the basis of this listing respondents were classified into the following six employment categories:

1. Teacher of Vocational Agriculture
2. Agribusiness - Jobs involved with the processing and distribution of agricultural supplies or products (e.g. salesman of tractors or other farm equipment, manager of an egg plant) or providing special services to people who produce these products (e.g. county extension agent; soil conservationist).
3. Farmer
4. Teacher, Other - Teacher at the post-secondary level or of a subject other than vocational agriculture.
5. School Administrator
6. Unrelated - Other jobs which are not related to agriculture (e.g. bridge builder; law enforcement officer).

Tabulation of these responses (see Table 2, page 8) indicates that a total of thirty-five respondents (42%) took vocational agriculture teaching positions immediately after graduation. Of these thirty-five, sixteen have continued teaching in the high school agricultural programs, while nineteen have moved into other areas of employment.

Of the nineteen respondents who have left vocational agriculture teaching positions, about half (ten) have remained in the field of education (nine have moved into school administrative positions and one is teaching a subject other than vocational agriculture). The remaining nine former teachers are now in agribusiness (six), farming (one), or are working in jobs unrelated to agriculture (two).

While the majority (forty-six, or 55%) of the respondents have never taught vocational agriculture, most of those who have not (thirty-three, or 72% of the

TABLE 2

Employment History of Agricultural Education Graduates

FIRST EMPLOYMENT AFTER GRADUATION	CURRENT EMPLOYMENT						
	Teacher, Vocational Agriculture	Agribusiness	Farmer	Teacher, Other	School Administrator	Unrelated	TOTAL
Teacher, Vocational Agriculture	16	6	1	1	9	2	35
Agribusiness	1	17	1	1	-	3	23
Farmer	1	1	7	-	-	1	10
Teacher, Other	-	1	1	3	-	-	5
School Administrator	-	-	-	-	-	-	-
Unrelated	1	1	1	-	-	8	11
TOTAL	19	26	11	5	9	14	84

forty-six) have tended to choose jobs in the agriculture arena. As their first employment after graduation, twenty-three of these respondents took agribusiness jobs and ten went into farming. Furthermore, of sixteen respondents who were initially employed in unrelated fields, five have subsequently begun teaching vocational agriculture or have taken other agriculture-related employment.

Currently a total of thirty-three graduates (39%) are employed in the field of education. Nineteen of these are teaching vocational agriculture, five are teaching other subjects[1], and nine are in school administration.

Secondary analysis of the job history responses involved a cross tabulation (presented in Table 3, page 10) which was constructed to determine the relationship between college career plans and subsequent employment. This analysis indicates that one-third (nine of twenty-seven) of those who entered the college program with intentions to teach vocational agriculture have never actually done so. On the other hand, of those who have held high school agriculture teaching positions, approximately one-half (twenty of thirty-eight, or 53%) entered the program for reasons other than to prepare to teach. The majority of these (seventeen of the twenty, or 85%) were those who chose "general interest" or "the broad curriculum" as their reason for entering the program. None of the twelve who entered the program to prepare for agribusiness and only three (33%) of those who entered to prepare for farming have ever taught.

---

[1]Although there are five respondents who are teaching other subjects, unless otherwise specified, future report references to "teaching", "teachers", or "teaching positions" will refer to vocational agriculture teachers only.

TABLE 3

Vocational Agriculture Teaching Experience By Reason For Majoring In Agricultural Education

	Reason For Choosing Major						
	To Prepare To Teach Vocational Agriculture	General Interest	Broad Curriculum	To Prepare For Agribusiness	To Prepare For Farming	TOTAL	
						#	%
Vocational Agriculture Teacher Experience	18	8	9	-	3	38	45%
No Vocational Agriculture Teaching Experience	9	10	9	12	6	46	55%
TOTAL	27	18	18	12	9	84	100%

Reasons for Teaching Vocational Agriculture:

The second study objective was "to identify and document factors which influence agricultural education graduates to accept teaching positions or to remain in the teaching field". To gather information pertaining to this objective, current and former teachers of vocational agriculture were asked to rate the influence of several factors (salary level; job security; prestige in the community; inability to obtain a non-teaching job; and, rewarding student teaching experience) on the decision to teach vocational agriculture. The influence of each factor was assigned a strength value according to a five point rating scheme in which a five indicated "very strong influence" and a one indicated "no influence".

Responses were tabulated by teaching status (i.e., "current teacher" versus "former teacher" of vocational agriculture) and by reason for entering the agricultural education program (i.e. "to prepare to teach" vocational agriculture versus "other reasons").

Responses by teaching status. (See Table 4, page 12). Sixty-three percent of the nineteen current teachers and almost half (47%) of those who have left vocational agriculture teaching positions (former teachers) indicated that a rewarding student teaching experience had been a strong or very strong influence on the decision to begin teaching. None of the other factors were rated as strongly influential by a majority of the respondents of either group. However, approximately half of each group rated salary level as having had "some" influence (50% of current and 47% of former teachers).

One factor, an inability to obtain a non-teaching job, seems to have had little effect on either group. The majority of both current and former teachers

TABLE 4

Compares responses to the question: "Please rate the degree of influence each of the following had on your decision to teach Vocational Agriculture" for current and former teachers of Vocational Agriculture.

INFLUENCE FACTOR	CURRENT TEACHERS OF VOCATIONAL AGRICULTURE #	%	FORMER TEACHERS OF VOCATIONAL AGRICULTURE #	%
SALARY LEVEL				
NO INFLUENCE	2	12%	2	12%
LITTLE INFLUENCE	1	6%	4	23%
SOME INFLUENCE	8	50%	8	47%
STRONG INFLUENCE	5	31%	2	12%
VERY STRONG INFLUENCE	--	-- (31%)	1	6% (18%)
NO RESPONSE	3		2	
BASE N FOR %	16		17	
JOB SECURITY				
NO INFLUENCE	1	6%	3	17%
LITTLE INFLUENCE	3	19%	4	22%
SOME INFLUENCE	7	44%	5	28%
STRONG INFLUENCE	3	19%	6	33%
VERY STRONG INFLUENCE	2	12% (31%)	--	-- (33%)
NO RESPONSE	3		1	
BASE N FOR %	16		18	
PRESTIGE IN COMMUNITY				
NO INFLUENCE	1	7%	2	11%
LITTLE INFLUENCE	4	27%	3	17%
SOME INFLUENCE	6	40%	8	44%
STRONG INFLUENCE	3	20%	5	28%
VERY STRONG INFLUENCE	1	7% (27%)	--	-- (28%)
NO RESPONSE	4		1	
BASE N FOR %	15		18	

INFLUENCE FACTOR	CURRENT TEACHERS OF VOCATIONAL AGRICULTURE #	%	FORMER TEACHERS OF VOCATIONAL AGRICULTURE #	%
INABILITY TO OBTAIN A NON-TEACHING JOB				
NO INFLUENCE	10	67% (74%)	15	88% (94%)
LITTLE INFLUENCE	1	7%	1	6%
SOME INFLUENCE	4	27%	--	--
STRONG INFLUENCE	--	--	1	6%
VERY STRONG INFLUENCE	--	--	--	--
NO RESPONSE	4		2	
BASE N FOR %	15		17	
REWARDING STUDENT TEACHER EXPERIENCE				
NO INFLUENCE	--	--	1	6%
LITTLE INFLUENCE	2	12%	1	6%
SOME INFLUENCE	4	25%	7	41%
STRONG INFLUENCE	7	44% (69%)	7	41% (88%)
VERY STRONG INFLUENCE	3	19%	1	6% (47%)
NO RESPONSE	3		2	
BASE N FOR %	16		17	

(74% and 94% respectively) indicated that this factor had little or no influence on the decision to begin teaching.

Responses by reason for entering the agricultural education program. As is indicated in Table 5, page 14, a greater proportion of respondents who entered the agricultural education program "to prepare to teach" feel that a rewarding student teaching experience was a strong or very strong influence on the decision to become a vocational agriculture instructor than of those who entered the program for "other reasons" (65% as opposed to 43%).

When only strong or very strong ratings are examined, the proportions in the two groups are very close for all of the remaining factors. However, if ratings ranging from some influence to very strong influence are examined, a higher proportion of those who entered the agricultural education program for reasons other than to prepare to teach indicated being influenced in the decision to take teaching positions by salary level, job security, prestige in the community, and an inability to obtain a non-teaching job.

As they were urged to do in the cover letter and survey directions, a number of respondents submitted additional information by writing in free response comments. These comments indicated that some of the respondents were positively influenced in deciding to teach vocational agriculture by factors other than those provided on the questionnaire. Specifically, respondents cited rewarding experiences in their own high school vocational agriculture programs, admiration for high school instructors or college faculty members, and motivating learning experiences while attending agricultural education courses at Clemson University.

TABLE 5

Compares responses to the question: "Please rate the degree of influence each of the following had on your decision to teach Vocational Agriculture" for those who entered the Agricultural Education program "to prepare to teach Vocational Agriculture" and for those who entered for other reasons.

	ENTERED AGRICULTURAL EDUCATION PROGRAM TO PREPARE TO TEACH VOCATIONAL AGRICULTURE		ENTERED AGRICULTURAL EDUCATION PROGRAM FOR OTHER REASONS	
	#	%	#	%
SALARY LEVEL				
NO INFLUENCE	2	12%	2	12%
LITTLE INFLUENCE	3	19%	2	12%
SOME INFLUENCE	8	50%	8	47%
STRONG INFLUENCE	3	19%	4	23%
VERY STRONG INFLUENCE	--	--	1	6%
		69%		29% 76%
		19%		
NO RESPONSE	3		2	
BASE N FOR %	16		17	
JOB SECURITY				
NO INFLUENCE	2	12%	2	12%
LITTLE INFLUENCE	5	29%	2	12%
SOME INFLUENCE	4	24%	8	47%
STRONG INFLUENCE	6	35%	3	18%
VERY STRONG INFLUENCE	--	--	2	12%
		59%		30% 77%
		35%		
NO RESPONSE	2		2	
BASE N FOR %	17		17	
PRESTIGE IN COMMUNITY				
NO INFLUENCE	3	18%	--	--
LITTLE INFLUENCE	4	24%	3	19%
SOME INFLUENCE	6	35%	8	50%
STRONG INFLUENCE	4	24%	4	25%
VERY STRONG INFLUENCE	--	--	1	6%
		59%		31% 81%
		24%		
NO RESPONSE	2		2	
BASE N FOR %	17		17	

	ENTERED AGRICULTURAL EDUCATION PROGRAM TO PREPARE TO TEACH VOCATIONAL AGRICULTURE		ENTERED AGRICULTURAL EDUCATION PROGRAM FOR OTHER REASONS	
	#	%	#	%
INABILITY TO OBTAIN A NON-TEACHING JOB				
NO INFLUENCE	15	94%	10	62%
LITTLE INFLUENCE	--	--	2	12%
SOME INFLUENCE	1	6%	3	19%
STRONG INFLUENCE	--	--	1	6%
VERY STRONG INFLUENCE	--	--	--	--
		6%		6% 25%
				19%
NO RESPONSE	3		3	
BASE N FOR %	16		16	
REWARDING STUDENT TEACHING EXPERIENCE				
NO INFLUENCE	1	6%	--	--
LITTLE INFLUENCE	--	--	3	19%
SOME INFLUENCE	5	29%	6	37%
STRONG INFLUENCE	9	53%	5	31%
VERY STRONG INFLUENCE	2	12%	2	12%
		65%		43% 80%
		94%		
NO RESPONSE	2		3	
BASE N FOR %	17		16	

Factors liked about the teaching profession. Under the second study objective, current and former vocational agriculture teachers were also asked to choose from a list those things liked about teaching. This list included the following choices:

Working with students
Sense of accomplishment
Working hours
Job security
Salary
Pleasant working conditions and associates.

Analysis of the responses to this question (see Table 6, page 16) indicates that a majority of both groups found working with students and the sense of accomplishment gained from teaching to be likable aspects of the profession. The job security of the teaching profession was also cited as liked by most of those who are currently teaching, but not by a majority of those who have left the teaching profession (former teachers). A high majority (74%) of the nineteen respondents who are no longer teaching liked the working hours, but this factor was chosen by less than half of those who are currently teaching.

When these responses are examined separately for those who entered the college program "to prepare to teach" and for those who entered for "other reasons", only two differences of any magnitude are revealed. First, among current teachers, a higher percentage of those who intended to teach while in college liked the "working conditions and associates" than of those who did not intend to teach (63% as opposed to 33%). Secondly, among former teachers, more of those who entered the program to prepare to teach liked working with students (90% as opposed to 56% for those who entered the program for other reasons).

Once again, additional information was obtained by free response comments. Some of the respondents wrote in remarks which specified finding teaching itself a rewarding experience, and some indicated obtaining great

TABLE 6

Responses to Question: "What Do(Did) You Like About Teaching"
By Current and Former Teacher Groups

	GROUP											
	CURRENT TEACHERS						FORMER TEACHERS					
	Entered program to prepare to teach Vocational Agriculture		Entered program for other reasons		TOTAL		Entered program to prepare to teach Vocational Agriculture		Entered program for other reasons		TOTAL	
N	8		9		17		10		9		19	
No Response[a]	-		2		2		-		-			
	#	%	#	%	#	%	#	%	#	%	#	%
Working with Students	8	100%	9	100%	17	100%	9	90%	5	56%	14	74%
Sense of Accomplishment	7	88%	6	67%	13	76%	6	70%	5	56%	11	58%
Job Security	5	63%	5	56%	10	59%	4	40%	4	44%	8	42%
Working Hours	4	50%	3	33%	7	49%	7	70%	7	78%	14	74%
Salary	1	13%	2	22%	3	18%	3	30%	0	0%	3	16%
Working Conditions and Associates	5	63%	3	33%	8	47%	3	30%	4	44%	7	37%

[a]Non-respondents are not included in the calculation of percentages.

personal rewards from working with students and having the opportunity to instill in young people an appreciation for the field of agriculture. Other positive factors mentioned were the chance to live and work in rural settings, the availability of positions "close to home", time to pursue part-time farmings or other part-time interests, and the access to shop equipment in the school.

Reasons For Not Teaching Vocational Agriculture:

The third study objective required the identification of factors which discourage agricultural education graduates from accepting vocational agriculture teaching positions or from remaining in these positions once accepted. In order to identify these factors, questions were asked of three subsets of the respondent group: those who have never taught, former teachers, and current teachers of vocational agriculture.

First, respondents who have never taught vocational agriculture (hereafter refered to as "non-teachers") rated the influence of several factors on the decision not to teach. The factors rated were (1) salary level; (2) low job prestige; (3) inability to secure a teaching position; (4) inability to obtain a twelve-month contract; (5) an unpleasant student teaching experience; and (6) discipline problems in the schools. Once again a five point rating scale ranging from "no influence" to "very strong" influence was used.

Second, respondents who are currently teaching were asked to choose from a list those things disliked about the profession. The list included the following: (1) salary level; (2) working hours; (3) discipline problems; (4) low prestige; (5) lack of advancement opportunity; (6) community pressure; (7) too much paperwork; (8) too many non-teaching teaching duties; (9) unpleasant working conditions; (10) too many extracurricular activities; and, (11) other (please specify).

Third, respondents who have left vocational agriculture teaching positions (former teachers) were asked to choose from the same list those things they had disliked about teaching while they were doing so. In addition, these former teachers were asked to rate the influence of several factors on the decision to quit teaching vocational agriculture. These factors (salary level; disillusionment with teaching; discipline problems; poor working conditions; too many after school activities; too many non-teaching duties; and, need for 12-month employment) were rated using the same five point scale used previously (see page 11 for description).

Factors influencing the decision not to teach vocational agriculture. Only two of the factors listed on the survey, salary level and discipline problems in the schools, seem to have influenced the decision not to teach for a majority of the non-teachers (see Table 7, page 19).

Of the forty-six respondents who have never held vocational agriculture teaching positions, thirty-five (76%) indicated that salary level had at least some discouraging influence and of the thirty-five, twenty-four felt that the influence was strong or very strong.

The second factor, discipline problems, was rated as having some influence or higher by thirty (65%) of the forty-six non-teachers. Of these thirty, twenty assigned a strong or very strong influence rating to this factor.

None of the other factors - low prestige associated with teaching, inability to secure a teaching position, inability to obtain a 12-month teaching contract, or an unpleasant student teaching experience - seem to have had much affect on the decision not to teach. Indeed, the majority of the group indicated that these remaining factors had no effect at all on this decision (59% indicated no influence for low prestige of teaching position, 83% for inability to secure a

TABLE 7

Influences on the Decision Not to Teach by Respondent Groups

	Respondent Group: Entered the Agricultural Education Program to Prepare to Teach		Entered the Agricultural Education Program for Reasons Other Than to Prepare to Teach		Total Non-Teachers	
	#	%	#	%	#	%
SALARY LEVEL						
No Influence	-	-	9	24%	9	20%
Little Influence	1	11%	1	3%	2	4%
Some Influence	1	11%	10	27%	11	24%
Strong Influence	1	11%	11	30%	12	26%
Very Strong Influence	6	67%	6	16%	12	26%
No Response	-	-	-	-	-	-
N	9	100%	37	100%	46	100%
LOW PRESTIGE						
No Influence	4	44%	23	62%	27	59%
Little Influence	1	11%	5	14%	6	13%
Some Influence	2	22%	5	14%	7	15%
Strong Influence	2	22%	3	8%	5	11%
Very Strong Influence	-	-	1	3%	1	2%
No Response	-	-	-	-	-	-
N	9	100%	37	100%	46	100%
INABILITY TO SECURE A TEACHING POSITION						
No Influence	8	89%	30	81%	38	83%
Little Influence	-	-	3	8%	3	7%
Some Influence	-	-	2	5%	2	4%
Strong Influence	1	11%	1	3%	2	4%
Very Strong Influence	-	-	1	3%	1	2%
No Response	-	-	-	-	-	-
N	9	100%	37	100%	46	100%

	Respondent Group: Entered the Agricultural Education Program to Prepare to Teach		Entered the Agricultural Education Program for Reasons Other Than to Prepare to Teach		Total Non-Teachers	
	#	%	#	%	#	%
STUDENT TEACHING EXPERIENCE						
No Influence	5	56%	18	49%	23	50%
Little Influence	-	-	7	19%	7	15%
Some Influence	1	11%	9	24%	10	22%
Strong Influence	1	11%	-	-	1	2%
Very Strong Influence	2	22%	3	8%	5	11%
No Response	-	-	-	-	-	-
N	9	100%	37	100%	46	100%
DISCIPLINE PROBLEMS						
No Influence	1	11%	10	27%	11	24%
Little Influence	1	11%	4	11%	5	11%
Some Influence	2	22%	8	22%	10	22%
Strong Influence	3	33%	4	11%	7	15%
Very Strong Influence	2	22%	11	30%	13	28%
No Response	-	-	-	-	-	-
N	9	100%	37	100%	46	100%
COULD NOT OBTAIN A 12-MONTH CONTRACT						
No Influence	6	67%	28	76%	34	74%
Little Influence	-	-	2	5%	2	4%
Some Influence	-	-	2	5%	2	4%
Strong Influence	1	11%	1	3%	2	4%
Very Strong Influence	2	22%	4	11%	6	13%
No Response	-	-	-	-	-	-
N	9	100%	37	100%	46	100%

teaching position, 74% for inability to secure a 12-month contract, and 52% for an unpleasant student teaching experience).

When the respondent group of non-teachers is divided into subsets by reason for majoring in agricultural education (i.e. "to prepare to teach vocational agriculture" or "other reasons") responses to this question indicate that salary level and discipline problems had more of a negative influence on those respondents who had chosen the agricultural education major in order to prepare to teach (see Table 7, page 19). A larger percentage of those who intended to teach were strongly or very strongly discouraged by both salary level (78% as opposed to 46%) and by discipline problems (55% as opposed to 41%).

Things disliked about teaching. Table 8 (page 21) presents responses to the request that both current and former vocational agriculture teachers choose from a list those things disliked about the profession.

Among those who are currently teaching, a majority (59%) who responded to the question indicated disliking the amount of paperwork associated with teaching. The two factors chosen next most often were salary level and discipline problems, with 41% choosing each of these factors.

Among those who have left the teaching field for other professions, the most often cited disliked characteristic, salary level, was chosen by 63% of those who responded. Discipline problems was chosen next most frequently, by 58% of the former teachers.

Examining responses separately by reason for entering the Agriculture Eduation program indicates that none of the characteristics was chosen as disliked by a majority of the current teachers who entered the program to prepare to teach vocational agriculture. On the other hand, among the eleven current teachers who entered the program for other reasons, three characteristics were chosen by a majority of those who responded - seven, or

TABLE 8

Responses to Question: "What Do(Did) You Dislike About Teaching"
By Current and Former Teacher Groups

	GROUP											
	CURRENT TEACHERS						FORMER TEACHERS					
	Entered Agriculture Education Program "To Prepare to Teach Vocational Agriculture"		Entered Agriculture Education Program For Other Reasons		TOTAL		Entered Agriculture Education Program "To Prepare to Teach Vocational Agriculture"		Entered Agriculture Education Program For Other Reasons		TOTAL	
N	8		9		17		10		9		19	
No Response[a]	-		1		1		-		1		1	
	#	%	#	%	#	%	#	%	#	%	#	%
Salary Level	3	38%	4	44%	7	41%	7	70%	5	56%	12	63%
Working Hours	-	-	1	11%	1	6%	1	10%	1	11%	2	11%
Discipline Problems	2	25%	5	56%	7	41%	7	70%	4	44%	11	58%
Low Job Prestige	-	-	3	33%	3	18%	1	10%	2	22%	3	16%
Lack of Advancement Opportunity	-	-	5	56%	5	29%	1	10%	3	33%	4	21%
Community Pressure	-	-	-	-	-	-	-	-	1	11%	1	5%
Too Much Paperwork	3	38%	7	78%	10	59%	4	40%	3	33%	7	37%
Too Many Non-Teaching Duties	2	25%	4	44%	6	35%	5	50%	2	22%	7	37%
Unpleasant Working Conditions	2	25%	-	-	2	12%	-	-	1	11%	1	5%
Too Many Extra Curricular Activities	2	25%	-	-	2	12%	2	20%	2	22%	4	21%

[a]Non-respondents are not included in the calculation of percentages.

78%, indicated disliking the amount of paperwork; five, or 56%, dislike the discipline problems in schools; and another 56% dislike the "lack of advancement opportunity".

Among former teachers, a majority of both groups indicated disliking the salary level of teaching positions. Seven, or 70%, of the former teachers who entered the program to prepare to teach chose this characteristic while five, or 56%, of those who entered the program for other reasons did so.

Within the group of former teachers, those who appear to have been most affected by discipline problems were the respondents who had chosen teaching vocational agriculture as a career goal while at Clemson. Seven (70%) of these respondents indicated disliking discipline problems as opposed to four, or 44%, of those who did not have aspirations to be a teacher while in college.

The only other characteristic disliked by a majority of either of the former-teacher groups was the number of non-teaching duties. Five (50%) of the former teachers who had planned to teach while in college indicated disliking this aspect of teaching.

Factors influencing the decisions to stop teaching vocational agriculture. A majority of the respondents who are no longer teaching vocational agriculture rated salary level (56%) and a disillusionment with teaching (58%) as having a strong or very strong influence on the decision to quit (see Table 9, page 23). While none of the other factors were rated as having a strong or very strong influence, poor working conditions and discipline problems seem to have had at least some influence for a majority of the group.

Of the former teachers who were negatively influenced by discipline problems, those most affected were once again the ones who entered the agricultural education program to prepare to teach (see Table 10, page 24).

TABLE 9

Degree of Influence of Various Factors
on the Decision to Stop Teaching Vocational Agriculture

INFLUENCE FACTOR	NO RESPONSE	NO INFLUENCE #	NO INFLUENCE %	LITTLE INFLUENCE #	LITTLE INFLUENCE %	SOME INFLUENCE #	SOME INFLUENCE %	STRONG INFLUENCE #	STRONG INFLUENCE %	VERY STRONG INFLUENCE #	VERY STRONG INFLUENCE %	TOTAL #	TOTAL %
SALARY LEVEL BASE N FOR % = 18	1	2	11%	2	11%	4	22%	5	28%	5	28%	19	100%
									56%				
							78%						
DISILLUSIONED WITH TEACHING BASE N FOR % = 19	--	--	--	4	21%	4	21%	6	32%	5	26%	19	100%
									58%				
							79%						
DISCIPLINE PROBLEMS IN SCHOOLS BASE N FOR % = 19	--	2	10%	6	32%	3	16%	4	21%	4	21%	19	100%
									42%				
							58%						
POOR WORKING CONDITIONS BASE N FOR % = 18	1	3	17%	6	33%	4	22%	2	11%	3	17%	19	100%
									28%				
							50%						
TOO MANY AFTER-SCHOOL ACTIVITIES BASE N FOR % = 18	1	7	39%	6	33%	4	22%	1	6%	--	--	19	100%
									6%				
							28%						
TOO MANY NON-TEACHING DUTIES BASE N FOR % = 17	2	6	35%	4	23%	3	18%	4	24%	--	--	19	100%
									24%				
							42%						
NEEDED 12-MONTH EMPLOYMENT BASE N FOR % = 16	3	7	44%	1	6%	1	6%	4	25%	3	19%	19	100%
									44%				
							50%						

TABLE 10

Compares responses to the question, "Please rate the degree of influence each of the following factors had on your decision to stop teaching Vocational Agriculture"

INFLUENCE FACTOR	FORMER TEACHERS WHO ENTERED THE AGRICULTURAL EDUCATION PROGRAM "TO PREPARE TO TEACH VOCATIONAL AGRICULTURE"		FORMER TEACHERS WHO ENTERED THE AGRICULTURAL EDUCATION PROGRAM FOR OTHER REASONS	
	#	%	#	%
POOR WORKING CONDITIONS				
NO INFLUENCE	--	--	3	38%
LITTLE INFLUENCE	4	40%	2	25%
SOME INFLUENCE	3	30%	1	12%
STRONG INFLUENCE	1	10% (30%)	1	12% (25%)
VERY STRONG INFLUENCE	2	20% (30%)	1	12% (25%)
NO RESPONSE	--		1	
BASE N FOR %	10		8	
TOO MANY AFTER-SCHOOL ACTIVITIES				
NO INFLUENCE	3	30%	4	50%
LITTLE INFLUENCE	4	40%	2	25%
SOME INFLUENCE	2	20%	2	25%
STRONG INFLUENCE	1	10% (10%)	--	-- (--)
VERY STRONG INFLUENCE	--	-- (10%)	--	-- (--)
NO RESPONSE	--		1	
BASE N FOR %	10		8	
TOO MANY NON-TEACHING DUTIES				
NO INFLUENCE	3	30%	3	43%
LITTLE INFLUENCE	2	20%	2	29%
SOME INFLUENCE	2	20%	1	14%
STRONG INFLUENCE	3	30% (30%)	1	14% (14%)
VERY STRONG INFLUENCE	--	-- (30%)	--	-- (14%)
NO RESPONSE	--		2	
BASE N FOR %	10		7	
NEEDED 12-MONTH EMPLOYMENT				
NO INFLUENCE	4	44%	3	43%
LITTLE INFLUENCE	--	--	1	14%
SOME INFLUENCE	--	--	1	14%
STRONG INFLUENCE	3	33% (88%)	1	14% (28%)
VERY STRONG INFLUENCE	2	22% (88%)	1	14% (28%)
NO RESPONSE	1		2	
BASE N FOR %	9		7	

INFLUENCE FACTOR	FORMER TEACHERS WHO ENTERED THE AGRICULTURAL EDUCATION PROGRAM "TO PREPARE TO TEACH VOCATIONAL AGRICULTURE"		FORMER TEACHERS WHO ENTERED THE AGRICULTURAL EDUCATION PROGRAM FOR OTHER REASONS	
	#	%	#	%
SALARY LEVEL TOO LOW				
NO INFLUENCE	2	22%	--	--
LITTLE INFLUENCE	2	22%	--	--
SOME INFLUENCE	1	11%	3	33%
STRONG INFLUENCE	2	22% (44%)	3	33% (66%)
VERY STRONG INFLUENCE	2	22% (44%)	3	33% (66%)
NO RESPONSE	1		--	
BASE N FOR %	9		9	
DISILLUSIONED WITH TEACHING				
NO INFLUENCE	--	--	--	--
LITTLE INFLUENCE	3	30%	1	11%
SOME INFLUENCE	2	20%	2	22%
STRONG INFLUENCE	1	10% (50%)	5	56% (67%)
VERY STRONG INFLUENCE	4	40% (50%)	1	11% (67%)
NO RESPONSE	--		--	
BASE N FOR %	10		9	
TOO MANY DISCIPLINE PROBLEMS IN SCHOOLS				
NO INFLUENCE	1	10%	1	11%
LITTLE INFLUENCE	3	30%	3	33%
SOME INFLUENCE	--	--	3	33%
STRONG INFLUENCE	3	30% (60%)	1	11% (22%)
VERY STRONG INFLUENCE	3	30% (60%)	1	11% (22%)
NO RESPONSE	--		--	
BASE N FOR %	10		9	

Sixty percent (six) of those who intended to teach while in college rated discipline problems as having a strong or very strong influence on the decision to stop teaching, as opposed to 22% (two) who did not have teaching vocational agriculture as a goal when enrolling in the agricultural education program.

The former teachers who as college students had chosen teaching as a profession also seemed to be more often influenced by a need for twelve-month employment. Fifty-five percent of this group rated this factor as having a strong or very strong influence on the decision to quit teaching as opposed to twenty-eight percent of the former teachers who had not while in college planned to teach. On the other hand, the salary level of teaching positions seems to have more frequently had a strong influence on those who entered the agriculture education program for reasons other than to prepare to teach. Sixty-six percent of this group gave salary level a high influence rating as opposed to forty-four percent of those who had while in college intended to teach.

In addition to the information gathered by specific survey questions, several free response comments were submitted which described negative aspects of teaching. The majority of the negative free response comments revolved around one of three areas: problems with administrative personnnel in the schools, the opinion that agriculture programs get an unfair share of students who are discipline problems or poor academic achievers, and a feeling that the vocational agriculture programs are poorly funded and therefore unable to keep adequate supplies and up-to-date equipment.

The comments indicating dissatisfaction with administrative personnel specified that administrators lack appreciation for the value of the agricultural programs and, therefore, fail to give vocational agriculture teachers adequate support, leadership, or rewards. Further, many respondents feel that

administrators use the agriculture programs as "dumping grounds" for poor or problem students. It should be noted that many of these comments were submitted by former teachers who cited a general disillusionment with teaching as having strongly influenced the decision to leave the profession. Such a relationship between these factors is perhaps an indication that this type of dissatisfaction with administrative practices is a contributing agent to the "general disillusionment" with teaching.

Other negative comments mentioned were a lack of opportunity to advance; a dislike of working in-doors, feeling far removed from the "real world of agriculture"; and an unwillingness to meet the certification requirements of teachers (i.e., NTE and continuing education credits). Of all the negative comments submitted, the ones which appeared with the most frequency were those involving poor attitudes on the part of administrators.

SECTION IV

Conclusions and Recommendations

Conclusions

From the results of the study, it appears that less than half (approximately 45%) of the students graduating from the agricultural education program can be expected to take agriculture teaching positions, and of these, approximately half will leave teaching to take other jobs. That a majority of the survey respondents (55%) never taught a high school agriculture course can, at first glance, be interpreted as a negative reflection on the teacher preparation program. However, it must be remembered that many of these students entered the program for reasons other than to prepare to teach. Well over half (67%) of those who had plans to teach at the time of entry into the program did eventually do so. Furthermore, of the fifty-seven respondents who entered the program for reasons other than to prepare to teach, 35% did take positions as vocational agriculture instructors. Therefore, this tendency for agricultural education graduates to take jobs outside of teaching does not seem to result from students becoming discouraged about the teaching profession during the college training program. Rather, the discouragement seems to stem from factors which the respondents consider negative aspects of the profession itself.

By having respondents rate the the degree to which various factors influenced the decision not to take vocational agriculture teaching positions (or to leave these positions) and by having them identify those things which are

disliked about the profession, some information about these negative influences was gathered.

One factor, "discipline problems in schools", was clearly established as a negative influence for the survey respondents. This characteristic was identified: (1) by a majority of the respondents who have taught as being a disliked aspect of the profession; (2) by a majority of the respondents who never taught as having strongly influenced the decision not to take teaching positions; and, (3) by a majority of the former teachers as having strongly influenced the decision to quit teaching vocational agriculture.

A second factor, salary level, also tends to emerge as a discouraging influence. A large percentage of both current and former teachers chose this factor as one of the things disliked about teaching, and non-teachers rated it as having strongly influenced the decision not to teach.

Not all information about negative influences is so clear-cut, however. For example, while the salary level of teaching positions was identified as having had at least some positive effect on the decision to start teaching, a majority of the former teachers also indicated that this factor had a strong or very strong influence on the decision to quit teaching. Although this appears inconsistent, it may be that the salary received for teaching seems adequate in comparison to other beginning level positions but that the slow rate of increase causes dissatisfaction after some time on the job.

Findings concerning the need for 12-month employment also seem somewhat contradictory. Responses to questions concerning this factor indicate that while it had little or no influence on the respondents who decided not to teach, it had a strong influence on those who decided to leave teaching for other employment. That is, while 12-month employment does not seem to be

important in getting people to enter teaching initially, it may be important in retaining teachers once they are employed.

Finally, one prevalent negative influence was identified by the submission of free response comments. A number of respondents wrote additional remarks which indicated that administrative attitudes and practices were a source of dissatisfaction with teaching. Apparently some vocational agriculture teachers felt that they were not given adequate appreciation or support by the administration in their school systems and this belief contributed to a feeling of discouragement about the profession.

In addition to identifying the negative aspects of teaching, findings from the study identify positive influences on teachers or prospective teachers of vocational agriculture. Almost all of the respondents who have taught identified working with students as a likable aspect of the profession and indicated that the practice teaching experience was rewarding and had a positive effect on them as they decided about entering the teaching field. A sense of accomplishment gained from teaching is also a positive factor for almost all of those who have taught, although for slightly fewer of those who taught for a while and then left the profession for other jobs. In addition, free response comments indicate that many of the teachers who responded to the survey have a strong belief in the value of agriculture and possess a personal commitment to instilling such a sense of value in the youth of our state.

Recommendations:

Development of specific practices to encourage agricultural education graduates to take teaching positions and to remain in these positions should, of course, center around correcting or improving those conditions viewed as negative aspects and accentuating the positive ones.

Of the negative aspects, one is extremely hard to deal with. Attempting to insure that teachers receive a salary which is competitive with other areas of employment and commensurate with the valuable service performed has been a long and hard-fought (but unsuccessful) battle. While such efforts should, and in all likelihood will, continue; an inadequate salary will probably continue to be a source of discontent for many teachers. However, as discouraging as the salary situation is, since all groups (including those currently teaching) indicated being dissatisfied with the salary, this factor alone is apparently not enough to keep people away from the teaching profession. Other less tangible rewards of teaching (such as the sense of accomplishment and the gratification gained from working with youth and making a contribution to the field of agriculture) were mentioned by many of these respondents. Perhaps emphasizing this type of reward to the greatest extent possible would reduce the impact of the low salary to some degree. One way of accomplishing this may be to encourage such groups as administrators, district personnel, state department of education personnel, and teacher organizations to use every opportunity to give teachers all justified recognition for their contributions and achievements.

The second most evident negative factor, discipline problems in the schools, is also likely to be continuing problem. However, there are several measures may reduce the degree to which this affects teachers, or potential teachers, of vocational agriculture.

First, since those who while in college want to become teachers seem to be the most strongly discouraged by this problem, it is possible that they enter the classroom with an overly idealistic view of the teaching profession. Perhaps for them, the necessity to work with students who are not as cooperative, bright, or eager to learn as expected is more disappointing than it need be. To avoid this, the teacher education program should be designed so that prospective teachers

are given a realistic picture of what they will be facing in this area, and adequate instruction on how to deal with disruptive or poorly motivated students should be offered. Increased emphasis on such areas as adolescent growth and development, classroom management techniques, and the development and use of procedures which are effective in dealing with problems in the classroom, could be beneficial. Such subject areas should also be given emphasis in in-service and continuing education programs in order that those who are currently teaching will have the opportunity to obtain increased ability to deal with these problems. While such measures will not eliminate the occurrence of misbehavior in our schools, teachers who have a variety of methods for approaching classroom disruptions (and who are, therefore, more confident of their ability to handle disciplinary matters) may be less discouraged by problems in this area.

Efforts should also be undertaken to identify the reasons for the poor relationship between some school administrators and the staff of their vocational agriculture programs. Dissatisfaction over the lack of appreciation, encouragement, and support from principals and center directors could, perhaps, be eliminated or lessened, thereby removing one other source of negative feelings about teaching.

Of course, the positive feelings expressed in these surveys should be emphasized as much as possible. The results indicate that the student teaching experience is a rewarding and influential one for the great majority of those responding, and the staff of the agricultural education program should continue its fine work in this area. Furthermore, the strong belief in and commitment to the field of agriculture which was expressed by these respondents should be called upon as much as possible. Every opportunity should be used to keep morale high by reminding these people of the valuable service they are providing to our state through the vocational agriculture programs.

APPENDIX

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

As you may be aware, school systems across South Carolina have, in recent years, had difficulty filling teaching positions in Vocational Agriculture programs. In hopes of identifying reasons for this situation, the Office of Vocational Education is surveying graduates of the Clemson University Agricultural Education program. Results of the study will be used for future planning and, hopefully, will lead to the development of solutions to this problem.

Enclosed is a questionnaire designed for this study. Please mark the appropriate response on the survey form and return it in the enclosed envelope by February 20, 1981. If you wish to add additional remarks, feel free to write them in on the back of the form. Your opinions are very much needed and your response will be appreciated.

If you have any questions concerning this study, kindly contact:

Amelia B. Reynolds, Consultant
Research Coordinating Unit
Office of Vocational Education
Rutledge Building, Room 916
1429 Senate Street
Columbia, South Carolina 29201

(803) 758-2358

Thank you for your cooperation.

Sincerely yours,

Moody Oswald

Moody Oswald, Director
Office of Vocational Education

MO:mlt

enclosure

PERSONAL INFORMATION

Sex: Male _____ Female _____

Year of graduation from agricultural education four-year program _____

Please list below the jobs you have held since graduation from the Agricultural Education program. Prepare the list in chronological order, beginning with your first job after college.

	LOCATION	LENGTH OF JOB	
JOB TITLE	CITY, STATE	YEARS	MONTHS

Which of the following describes your major reason for entering the Agricultural Education program in college?

_____ To prepare to teach Vocational Agriculture

_____ To prepare for farming

_____ To prepare for agribusiness

_____ General interest

_____ Other (please specify) _____

_____

_____

IF YOU HAVE TAUGHT VOCATIONAL AGRICULTURE, COMPLETE SECTION A.

IF YOU HAVE NEVER TAUGHT VOCATIONAL AGRICULTURE, SKIP TO SECTION B.

SDE 26 - 198 - 00
(This form becomes obsolete 6/30/81.)

SECTION A

Please rate the degree of influence each of the following had on your decision to teach Vocational Agriculture.

	LEVEL OF INFLUENCE				
	NONE	LITTLE	SOME	STRONG	VERY STRONG
	1	2	3	4	5
1. Salary level	1	2	3	4	5
2. Job Security - always easy to find a teaching job	1	2	3	4	5
3. Prestige in community	1	2	3	4	5
4. Could not find a non-teaching job	1	2	3	4	5
5. Rewarding student teaching experience	1	2	3	4	5
6. Other (please specify)	1	2	3	4	5

_____

_____

What do (did) you <u>like</u> about teaching? Check all that apply.

_____ Working with students

_____ Sense of accomplishment

_____ Job security

_____ Working hours

_____ Salary

_____ Pleasant working conditions and associates

_____ Other (please specify) _____

_____

SDE 26 - 198 - 00
(This form becomes obsolete 6/30/81.)

What do (did) you dislike about teaching? Check all that apply.

_____ No serious dislikes

_____ Salary level

_____ Working hours

_____ Discipline problems

_____ Low prestige

_____ Lack of advancement opportunity

_____ Community pressure

_____ Too much paperwork

_____ Too many non-teaching duties

_____ Unpleasant working conditions

_____ Too many extracurricular activities

_____ Other (please specify) _____

_____

If you are teaching or have taught outside of South Carolina, why did you you decide to teach in another state? Check all that apply.

_____ Could not get a position in South Carolina

_____ Higher salary

_____ Could not get a 12-month contract in South Carolina

_____ Other (please specify) _____

_____

_____ Not applicable

* *

STOP

IF YOU ARE NOW TEACHING VOCATIONAL AGRICULTURE, THERE IS NO NEED TO ANSWER THE REMAINING QUESTIONS. IF YOU TAUGHT VOCATIONAL AGRICULTURE AT ONE TIME AND THEN LEFT THE TEACHING PROFESSION OR BEGAN TEACHING IN ANOTHER SUBJECT AREA, PLEASE CONTINUE.

SDE 26 - 198 - 00
(This form becomes obsolete 6/30/81.)

Please rate the degree of influence each of the following had on your decision to stop teaching Vocational Agriculture.

	LEVEL OF INFLUENCE				
	NONE	LITTLE	SOME	STRONG	VERY STRONG
	1	2	3	4	5
1. Salary level	1	2	3	4	5
2. Disillusioned with teaching	1	2	3	4	5
3. Discipline problems in school	1	2	3	4	5
4. Poor working conditions	1	2	3	4	5
5. Too many after-school activities	1	2	3	4	5
6. Too many non-teaching duties	1	2	3	4	5
7. Needed 12-month employment	1	2	3	4	5
8. Other (please specify)	1	2	3	4	5

_____

_____

* *

ANSWER THE FOLLOWING SECTION ONLY IF YOU HAVE NEVER TAUGHT VOCATIONAL AGRICULTURE!

SECTION B

Please rate the degree of influence the following factors had on your decision not to teach Vocational Agriculture.

	LEVEL OF INFLUENCE				
	NONE	LITTLE	SOME	STRONG	VERY STRONG
	1	2	3	4	5
1. Salary level too low	1	2	3	4	5
2. Prestige too low	1	2	3	4	5
3. Could not secure a teaching position	1	2	3	4	5

SDE 26 - 198 - 00
(This form becomes obsolete 6/30/81.)

	LEVEL OF INFLUENCE				
	NONE	LITTLE	SOME	STRONG	VERY STRONG
	1	2	3	4	5
4. Could not get a 12-month contract	1	2	3	4	5
5. Wanted to enter full-time teaching	1	2	3	4	5
6. Unpleasant student teaching experience	1	2	3	4	5
7. Discipline problems in schools	1	2	3	4	5
8. Other (please specify) _____	1	2	3	4	5

Would you consider taking a teaching position in Vocational Agriculture in South Carolina?

_____ Yes, definitely

_____ Yes, perhaps

_____ I don't know

_____ Probably not

_____ No, definitely

SDE 26 - 198 - 00
(This form becomes obsolete 6/30/81.)

REFERENCE LIST:

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